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ABSTRACT

This document is a chapter in "The Principles and Practice of Educational Management," which aims to provide a systematic and analytical introduction to the study of educational management. The structure of the book reflects the main substantive areas of educational leadership and management, and most of the major themes are covered in the volume's 19 chapters, of which this is one. This chapter examines some of the factors that promote inequality, discusses what equality of opportunity means, and explores ways to manage equal opportunities. The most obvious characteristics linked with discrimination are gender, nationality, ethnicity, sexuality, disability, special needs, and religion. But before discrimination is ascribed to a situation, it is necessary to understand what comprises equality of opportunity and how this differs from equality. Equal opportunities remove unfair barriers; they promote equal opportunities by increasing ability, motivation, and the development of respect for all. Although managers in education operate in situations where problems of equality of opportunity are beyond their influence, all managers must take into account the statutory provisions that relate to equal opportunities. Once these regulations are internalized, school leaders may work toward the establishment of a culture of equal opportunities with their school or college. Managers must plan for equal opportunities by crafting a policy that is sensitive to the culture of their institution; otherwise, the policy will create tension or will be ignored. Human-resource policies that relate to appointments, mentoring, appraisal, and performance management are particularly relevant to the management of equal opportunities; special care should be given to recruitment, promotion, role models, and appraisals. A stance on equal opportunities is linked with the strategic management of a school or college. (Contains 44 references.) (RJM)

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Managing for Equal Opportunities.

Marianne Coleman

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Managing for Equal Opportunities

Marianne Coleman

Introduction

Equality of opportunities is an ideal for students and teachers, and it is the responsibility of educational managers to ensure that the ideal is put into practice. In the UK, the Human Rights Act (1998) has brought the rights of the individual under European legislation within the bounds of domestic law. The inclusion of Citizenship as part of the compulsory core curriculum for older secondary age pupils in England and Wales has endorsed the importance attached to issues of rights and equal opportunities. The same concern for equality of opportunity can be seen in the declared aim for the development of the South African education system to: 'ensure that the human resources and potential in our society are developed to the full' (ANC, 1995: 3). In Israel, education is to be based, amongst other values, on 'foundations of freedom, equality, tolerance, mutual assistance, and love of mankind' (Ministry of Education and Culture (Israel), 1998: 7).

Before considering the management of equal opportunities in education, it is useful to itemise the characteristics that are usually the cause of inequality, and also to look more closely at the definition of equality of opportunity.

Facing inequality of opportunity

The most obvious characteristics linked with discrimination and the resulting limitations on opportunity are: gender; nationality; ethnicity and religion. In addition, sexuality, disability and special needs can be characteristics that differentiate groups and individuals and that might lead to the denial of equality of opportunity. Areas that tend to be mentioned less often and are less overtly considered in the management of equal opportunities are class and age. In a special collection of articles on equal opportunities, the 'resounding silence on class' as an issue for researchers was noted by Siraj-Blatchford and Troyna (1993: 225). The current difficulties with the concept of class are associated by Hickey (2000: 162) with a postmodern analysis which differentiates subunits of population only: 'on the basis of the unstable characteristics of

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"lifestyle choices" ' rather than on an economic basis. However, Mortimore and Whitty (1997: 12) refer to 'long-established patterns of disadvantage' linked with a widening gap between the educational achievements of the advantaged and disadvantaged. In the UK it is notable that the majority of children who are excluded from schools can be identified as working class (Plummer, 2000).

Discrimination on the grounds of age remains legal in the UK and, for managers in schools and colleges there may be an issue of age in relation to staff development opportunities. At a time when an increasing proportion of the teaching force in the UK and elsewhere is over 50 and training for older men and women might be questioned: 'it cannot be assumed that in-service training (with its related expenses) is inappropriate for those near retirement' (Thompson, 1992: 263). In relation to age, women may face double discrimination if they are seen to be too old for promotion having taken time out to raise a family.

Equal opportunities defined

The concept of equality of opportunity within existing societies should be differentiated from the more radical concept of equality, which implies a transformed society with more equal access for all to wealth and to power. However:

> Work on the development of equal opportunities policies in the UK suggests that it is not possible to draw a clear-cut line between liberal and radical strategies . . . Nonetheless, some policies are clearly associated with a wider political project of economic redistribution, some with recognition of group identity, while others are concerned at a very minimal level with formal legal compliance. (Riddell and Salisbury, 2000: 7)

The idea of equal opportunities may be interpreted in different ways and raises questions: 'Does managing for equality of opportunity mean all staff are treated the same, or according to their individual need? Does the latter imply treating some more favourably than others to overcome previous and/or current disadvantage?' (Middlewood and Lumby, 1998: 34).

Leicester (1996) implicitly recognises these questions and differentiates gradations of meaning of the phrase 'equal opportunities', the most radical of which addresses the issue of treating some more favourably than others, implying use of social engineering, including positive discrimination. The other meanings of equal opportunities would imply treating all staff and pupils the same and would therefore aim to improve the status quo rather than attempt more radical change. Treating people as the same, includes:

- equal opportunities as removing unfair barriers such as direct discrimination or ensuring physical access in the case of disabled

- promoting equal opportunities by increasing ability and motivation, e.g. though the provision of access courses to higher education, the provision of more nursery places in deprived areas or the recent provision of Education Maintenance Grants for students in financial need who are over 16 and in full time education
- promoting equal opportunities through the development of respect for all including those groups who may experience discrimination. In schools, this promotion of equal opportunities is likely to imply at least some curriculum development.

The concept of equal opportunities has legal, social and moral implications and there are implications for action at the national, organisational and individual levels. This chapter focuses on the management of equal opportunities at organisational level. However, the national level provides the background against which institutional managers work, and individuals inside schools and colleges are responsible for implementing the policies on a day-to-day basis.

The context for the management of equal opportunities

Managers in education may work in a national context where problems of equality of opportunity are beyond their influence. For example, drop out and poor rates of participation particularly for girls is a fact of life in developing countries (Harber and Davies, 1997: 11). Commenting on the Asian experience, Jayaweera (1997: 246) states that: 'gender and class operate as determinants of participation at each level'.

In some instances managers may operate in a culture in which responsibility has been taken at a national level in favour of positive or affirmative action. However, this is now less likely to be the case. Positive discrimination has been used in the USA where it is now being perceived as: 'dysfunctional, outmoded, and most recently, unconstitutional' (Glazer, 1997: 71). In Australia recent legislation has led to the policy being 'watered down' (Blackmore, 1999: 102) and there is talk of a 'backlash' (ibid.: 138).

The most basic requirement of a manager is to take account of statutory provision in relation to equal opportunities. In addition to the Human Rights legislation originating in Europe, UK institutions are subject to the legal requirements of the Sex Discrimination Act (1975), the Race Relations Act (1976) and the Equal Pay Act (1970). Schools are subject to the Education Act (1981), which established the duty to ensure special educational provision for those who need it, and are also subject to the infamous Clause 28 of the Local Government Act (1988) forbidding 'the promotion of homosexuality'.

In respect of the law as it operates in England and Wales, it is important to differentiate direct and indirect discrimination, both of which are illegal, and

are therefore the concern of managers. Direct discrimination on grounds of race or sex occurs when someone is treated less favourably than others, i.e. not being employed simply on grounds of their sex or race. Indirect discrimination may occur for example, when a non-essential requirement for a job has the effect of excluding one sex or race rather than another. Another example might be where recruitment is by word of mouth which may discriminate against ethnic minority networks (Leicester, 1991).

In implementing and managing equal opportunities, managers in schools and colleges must obviously take note of any statutory requirements, but will also be aware of the responsibility to lead on moral issues as they relate to both students and staff through the values transmitted via management and leadership decisions. Management and leadership will impact on equal opportunities in a number of ways:

- through nurturing a culture of equal opportunities
- through planning and development of a specific policy on equal opportunities
- through human resource management policies and their implementation
- through the management of the curriculum, including the hidden curriculum.

Promoting an equal opportunities culture

The establishment of a culture of equal opportunities within a school or college may be part of a wider change in culture. For example, the concept of a more democratic management style in schools, moving away from an authoritarian culture, is being advocated in South Africa where: 'Above all educators should realise the important role they are going to play in cultivating democratic values and norms in the education sphere and, particularly, in the wider South African community' (Bray, 1996: 150).

Within the educational environment the development of an ethos of equal opportunities is crucial. The importance of high expectations in creating success is well documented in the school improvement and school effectiveness literature (Sammons et al., 1995). In particular, the type of school ethos which will ensure equality of opportunity for disadvantaged children, is seen as: 'a non-authoritarian, child-centred school [which] will discourage bullying, and by developing security and self-esteem, encourage each pupil to realise their learning potential' (Leicester, 1991: 21). It may be that this type of ethos is recognised and well integrated into the views, or at least aspirations, of senior managers in schools. For both male and female headteachers in England and Wales (Coleman, in press) the concept of 'respect' for all, including pupils, rated equally with that of 'achievement' as the main values that they wished to promote in their school.

Whether the importance of equal opportunities is being promoted as part of a national change in culture or whether it is part of the educational *zeitgeist*, there are implications for every aspect of the management of an educational establishment and these implications extend to all members of the educational community, staff, students, parents and governors, who will be reliant on the leadership that is offered. Writing about further education colleges, Warwick states that the key to success of the implementation of equal opportunities depends on:

- commitment by the senior management to a value system which sees human resource development as vital to the continuation of the organisation
- clear leadership in the implementation of this value system
- firm and public support for equal opportunities within this value system
- real and adequate resources for the implementation of equal opportunities (Warwick, 1990: 7).

Planning for equal opportunities

The moral imperative associated with equality of opportunity implies that managers may need to see it 'as a central organisational goal, requiring management techniques – planning, resource allocation (costing) time scales for delivery, monitoring and performance indicators, etc., for its achievement'. (Reeves, 1993: 262).

One of the implications of such a model, and of planning the integration of equal opportunities into the culture, may be the development of an institutional policy on equal opportunities. Since such a policy impinges on the values of the organisation, it will require consideration in light of the vision and mission of the institution in the sense that a vision implies commitment from the members of an institution (Beare et al., 1993). The development of a policy may involve stakeholders, particularly staff and governors, who then may require a training programme to be instituted. Once the policy is implemented it will require monitoring and evaluation. It seems that this part of the process of incorporating equal opportunities is problematic. One of the main findings of an Ofsted report on raising the attainment of ethnic minority pupils was that: 'Although most schools have equal opportunities policies, few have clear procedures for monitoring their implementation and their impact on practice is limited' (Ofsted, 1999: 7).

Three surveys of university departments in respect of their equal opportunities practice in relation to gender, race and disability did find evidence of good practice but it was particularly limited in the area of staff development and the monitoring of equal opportunities 'was extremely rare' (Leicester and Lovell, 1994: 19). Although at institutional level most of the universities employed equal opportunities officers, good practice was

described as 'patchy' at departmental level. Although equal opportunities is an ideal, in practice full implementation appears to present difficulties for managers.

In many areas of the world there has been a move towards institutional autonomy and the resulting devolution of power has meant that leaders of schools and colleges may be more accountable than previously for the development and implementation of equal opportunities. For example, the employment of staff in schools and colleges in England and Wales is no longer the remit of the local education authority, therefore governors and managers in schools and colleges who are responsible for appointment must be particularly vigilant in regard to their statutory duties. However, the additional freedom that this gives may actually allow the development of support for equal opportunities. Reeves (1993) quotes the example of a principal of a college who now has the authority to set up a child-care facility, whereas previously he or she would have been hampered by having to seek the permission of three LEA committees: education; personnel and finance.

Human resource management and equal opportunities

Human resource management policies relating to the appointment, mentoring, appraisal, performance management, professional development and promotion of staff are particularly relevant to the management of equal opportunities in educational institutions. They impact on equal opportunities in a variety of ways. The appointment and promotion of staff acts as a vivid illustration of whether or not equal opportunities is actually practised. The inclusion or exclusion of women and members of ethnic minorities in a senior management team sends out messages that substantially affect the hidden curriculum. In addition, mentoring, appraisal and professional development can be used to help promote change within an institution both by actively supporting the development of equal opportunities for individuals and by supporting changes in attitudes and perceptions of all staff.

Recruitment

There are difficulties associated with equal opportunities at the level of recruitment. In relation to initial teacher training and job opportunities in teaching in the UK, age may be a discriminant. Howson (1996) comments that fewer of the mature students end up in teaching than the younger students and that also a relatively small proportion of students from ethnic minorities are offered places to train. In addition, gender is emerging as a major recruitment issue especially for primary teaching. This phase of education has always been identified with women, and in England and Wales this is now even more the case, with a well-documented shortage of male entrants to train in this sector

(Thornton, 1999). 'Young, white and female: this is the picture of the average new entrant to the profession' (Howson, 1996: 40).

In relation to potential applicants for recruitment and promotion, research by Leicester and Lovell (1994: 47) indicates that when compared with racism and sexism, there is little awareness of discrimination in regard to disability and that in higher education there is 'significantly less action taken to increase the proportion of staff and students with disabilities than to increase black and female representation'.

Promotion

Issues of equal opportunities in educational management are perhaps at their most noticeable in relation to appointment to promoted posts. The relative absence of women and members of ethnic minorities from such posts is well documented. Although the career of teaching tends to be dominated numerically by women, they generally constitute a minority in management positions in education, with the exception of those schools which cater for very young children, which are more often managed by women. For women teachers in junior, middle and secondary schools and in colleges and universities the likelihood is that they are less likely to achieve management positions than their male peers (Coleman, 2001). Where women have made substantial progress in terms of becoming school principals as in Israel (Goldring and Chen, 1994), the more powerful administrators outside the schools are almost exclusively male.

In relation to career planning for promotion, evidence from a national survey of headteachers in England and Wales (Coleman, in press) shows that about 40 per cent of the women and about 35 per cent of the men do take some action to ensure that women teachers receive some form of career development that is tailored to their specific needs. This could be women only courses, mentoring or some form of encouragement such as individual consultation.

With regard to racial inequality, UK evidence indicates that: 'black teachers were more likely to be recruited into the lowest scales, into low-paid part-time posts, and into the support services and to remain in disproportionate numbers in these positions' (Blair, 1994: 284). When in post they tend to be pigeon-holed as the providers of the multicultural curriculum. Similarly, Thompson (1992) reports that teachers from ethnic minorities tend to be stereotyped as dealing with students from racial minorities and are less likely to be considered for promotion. Osler's (1997) analysis allows that black teachers may accept the school's designation of duties but also identifies a further range of strategies that may be adopted by black educators in response to racism in schools. These include leaving teaching, feeling that there is 'no problem', acting as an advocate of black students and teachers, challenging narrow designations and working to transform structures and power relations.

Where there is the double difficulty of race and gender to surmount, the experience is particularly difficult. Referring to her work in higher education in a South African university, one woman comments:

> I never quite feel I'm one of them . . . I sometimes wonder which one it is, is it because I'm Black or is it because I'm a woman, that no one takes me seriously . . . Maybe if I was a White female it would be easier to know, or if I was a Black male. But being both Black and female I'm not sure why they see me as so different. (Walker, 1998: 349)

What emerges from much of the relevant empirical data is the prevalence of stereotypes in relation to women and minorities. Whilst the legislation prevents both direct and indirect discrimination, negative and unhelpful attitudes may be firmly entrenched in the minds of the 'gatekeepers' who are typically white, male and middle class.

Illustrations of this inherent tendency to stereotype are quoted below from responses to the survey of women secondary headteachers in England and Wales (Coleman, 2000; 2001), where over 60 per cent of the respondents reported experiencing sexism, both in respect of appointment and in terms of treatment by peers. Active discrimination was remembered by older headteachers who had experience of being told that they would not be considered for a particular post simply because they were women. However, a more subtle form of discrimination was widely reported as still prevalent, and this was related to seeing women in terms of the domestic stereotype and thus as inferior. It is exemplified by an identification of women with certain roles particularly at deputy head stage. One woman, appointed as deputy, recalled being met by 'Expectations that I would be pastoral care – look after the girls/-flowers/coffee/tampon machines'.

This form of discrimination was sometimes overtly identified with the attitude of governors. The headteachers felt that their applications were trivialised simply because of stereotypes that were identified with them as women: 'governing body members suggested the job was too much for someone with children' (headship interview); 'I was once asked by governors at interview how a little thing like you would discipline a great big boy, would you say "hey, is it cold up there?" '. The difficulties were not only experienced with governors, the female headteachers (in this case one who was also aware of racial discrimination) had to work hard to establish credibility with staff and other colleagues: 'On my third day of headship I had to cope with a very irate member of staff who took great pains to inform me that I had only got my job because I was an Asian female.'

The instances of discrimination cited here are illustrations of the difficulties in managing an equal opportunities policy in areas as obvious as recruitment and promotion, with implications for training for staff and governors. Some of the other ways in which human resource management may be helpful in

mitigating the effects of subtle and not so subtle discrimination are through fostering mentoring programmes, ensuring that there are appropriate role models and through the sympathetic and informed use of appraisal within the school or college.

Mentoring and the provision of role models

Mentoring is recognised as being of great importance in the development of career and also as a strategy to motivate under-achieving students (Coleman, 1999). Research findings such as those of Davidson and Cooper (1992) identify the importance of both formal and informal mentoring for women staff but report that informal mentoring, which is seen to enhance career progress, is generally much more likely to be experienced by men. This points to the importance of senior management establishing a formal programme of mentoring to ensure that women and minorities do obtain the benefit of mentoring (Cullen and Luna, 1993). The female headteachers surveyed by Coleman (2000; 2001), were generally advocates for mentoring, although half of them reported having been mentored by a man. Such cross-gender mentoring may be inevitable whilst there is a relative lack of senior women. However, research by Kram (1983) identified limitations in cross-gender mentoring including: young female managers lacking an adequate role model in a male mentor; male mentors maintaining stereotypical behaviour to encourage 'feelings of dependency and incompetence' (Kram, 1983: 623) and concerns about the intimacy of the relationship and the way in which it was viewed.

Same-gender mentoring avoids the problems that can be encountered in cross-gender mentoring and does provide valuable role model benefits. Although men may act as role models for women, there is evidence of the importance of female role models in encouraging the development of female managers. Davidson and Cooper, (1992: 87) make the point that female role models can change the attitudes of both women and men, acting positively on males who, without the evidence, tend to doubt the ability of women to successfully hold a senior position.

The importance of providing a role model for black women is evident. Elaine Foster comments on being a role model: 'Many black colleagues contact me to ask for advice on their futures. As a black woman, I became tired of people implying that black people could not become heads. Being a role model in areas like Handsworth is also very important' (Hustler et al., 1995: 39). Women headteachers give examples of encouraging women by modelling good practice, showing that they could manage both children and career and appointing women to stereotypically male roles, such as head of physics (Coleman, 2000; 2001).

Provision of mentoring and of appropriate role models is relatively easy, but there is a wealth of subtleties that may be involved in the management of a

specific case. Coldron and Boulton (1998) carried out an in-depth investigation of the appointment of a deputy headteacher in a secondary school. In this case, the appointment of a male, previously head of the sixth form, meant that the entire senior management team was now male. In the face of the concern of the whole school, three women were elected to be part of the senior management team although they were not paid and did not take on any additional tasks. Although there was general agreement to this, over a period of time a wide range of reactions were recorded by the researchers of which a selection follows:

- the men in the team felt that they wanted to respect the women's view and promote justice for women whilst at the same time they felt excluded from understanding just by virtue of being a man
- the women were unaware of these feelings on the part of the men
- some of the men resented what they saw as 'positive action' to promote women
- the women incorporated into the senior management team felt that they were in an ambiguous position and this created tensions
- the action signalled to the staff the importance of recognising the contributions of women and that the women were taken seriously
- it allowed the headteacher to retain control, whilst the women actually still held traditional female roles that were not rewarded by pay or formal status.

However, overall the initiative was felt to be 'radical and worthwhile' (Coldron and Boulton, 1998: 330). Nevertheless the intricate and contradictory nature of the reactions to this positive scheme does act as an illustration of the difficulties faced by managers trying to promote equal opportunities.

Appraisal and training for appraisal

Both appraisal and associated professional development can be used to combat discrimination. Training for appraisal, just as for membership of an appointment panel should include at least an awareness of equal opportunities issues and an understanding of direct and indirect discrimination. In relation to the appraisal of teachers who are older, who may come from ethnic minorities or who are women, it is felt that the potentially intimate and reflective nature of appraisal raises particular issues in relation to skills and training: 'School management must become aware of how it may be involving these teachers unreasonably. Fair and equal treatment means varying and sensitive treatment. It requires understanding, confidence and maturity in the appraiser.' (Thompson, 1992: 263). These demands call for training that gives due emphasis to these more subtle issues and skills in addition to the practical knowledge of systems and law.

Earlier in the chapter it was mentioned that putting equal opportunities into practice through human resource management had an impact on the hidden curriculum. Issues of equality of opportunity actually impact directly on every area of the management of the curriculum and some examples follow.

Managing the curriculum and equal opportunities

In a chapter where the focus is on the broad area of the management of equal opportunities, it is not possible to explore in depth the range of issues that arise in relation to the management of equal opportunities within the curriculum. However, the equal opportunities values that have been articulated in the vision for the school or college will be tested through the ways that the curriculum is managed. Messages about the importance that is actually given to equal opportunities will feed through every aspect of the wider curriculum including the attitude of staff to students and the responsibilities that students are given.

Inclusion

The most obvious area for the implementation of equal opportunities is in offering access to all, which has implications for the content and delivery of the curriculum. Hatcher claims that education will only be made inclusive by 'bringing the experiences and concerns of the child or young person into the curriculum and reconstructing the curriculum on a basis which combines high intellectual quality with the perspectives of the socially deprived and oppressed rather than those of the privileged and powerful' (Hatcher, 2000: 195). This implies a complete reassessment of the values that are being transmitted through the curriculum, the nature of knowledge and pedagogy. Inclusion implies making the whole curriculum accessible to all students irrespective of gender, race and ability.

The question of how best to educate children with special educational needs is common to all countries who may deal with the issue in different ways. In China, there is simply no provision for a minority with severe problems (Merry and Zhao, 1998), while in the Western world the most common practice is to provide specialist schools alongside a range of types of integration:

- periodic integration, e.g. an 'integration event'
- geographical integration, where a unit might be on a school campus
- social integration, where disabled children share meals and playtimes
- functional integration where disabled and non-disabled children are taught in the same class (adapted from Rieser, 2000: 150–1).

Even functional integration stops short of inclusion which requires a fundamental rethink of the whole school, and challenges the traditional approach

to education: 'Building a school community that accepts and values difference' (Rieser, 2000: 151).

Personal and social education

Within the existing curriculum, personal and social education and the role of pastoral care is of particular relevance to equal opportunities. The importance that is given to these areas will be indicated to students and other stakeholders by fairly unsubtle messages related to the amount of time that is spent on personal, social and moral education, by the expertise of teachers involved in teaching it and by the resources that are put into it. Where academic qualifications are particularly valued, as in Hong Kong, a subject that is not examinable may not be considered of any real worth. This view appears to inhibit the development of personal and social education in the Special Administrative Region (Tsang, 2001).

Gender issues and achievement

Decisions also have to be considered in relation to the relative achievement of male and female students and the issue of single-sex teaching. An analysis of the gender bias against girls in Chinese schools, includes the advice to teachers to 'guide girls to attribute their academic success to their efforts in order to reduce their feeling that girls are naturally inferior to boys' (Qiang, 2000: 154). However, in the UK and in a number of other countries (Epstein et al., 1998) the debate has turned from concerns about equality of opportunity for girls, to one where the focus is on the relative underachievement of boys. The context for this is complex, and relative changes should not lead to simplistic conclusions. Just one factor that might be taken into account is that in the UK, historically, girls consistently outperformed boys at the eleven-plus examination when results were deliberately skewed to the disadvantage of the girls to ensure that the numbers of girls who passed were roughly equal to the number of boys (Epstein et al., 1998).

The educational environment

Other areas where equal opportunities have a particular impact are those of student grouping, types of assessment and styles of teaching, all of which have been shown to have differential effects on male and female students. It is important that monitoring on the basis of ethnicity, class and gender takes place to ensure that equal opportunities policies are both fully informed and implemented. The physical environment including displays of art should be monitored to ensure that there are no unintentional messages being given, and provision made for parents should take into account the possibility of cultural

differences and second language difficulties. Inappropriate educational materials are still found in schools, despite the fact that there is general awareness of gender and racial stereotyping in books, and that equal opportunities policies are common (Ofsted, 1999).

Conclusion

It can be seen that the management of equal opportunities lies at the heart of the management of any educational institution. Concluding on the evidence gathered from a life history approach focusing on race and gender, Burton (1993: 286) states that 'only a whole institutional focus can make a difference to the promotion and retention of women and minorities'. She goes on to list the strategies which are thought to be linked to changing the representation of ethnic minorities and female staff:

1 Ensure that equal opportunities is on the agenda, talked about and discussed.
2 A woman in a senior role is providing a role model.
3 Provide career opportunities which draw on non-conventional sources or provide differently constructed openings.
4 Monitor and use the results of the monitoring exercise to make changes.
5 Ensure that interview panels are representative.
6 Peruse all institutional documentation from an equal opportunities perspective looking at language, metaphors, images.
7 Create close links with the community and listen to what they are saying about the institutional obstacles that are experienced (Burton, 1993: 287).

A stance on equal opportunities is implicitly and explicitly linked with the strategic management of the school or college through the articulation of values. The care with which these values are then put into place will be evident through the operation of human resource management applications of recruitment, appointment, induction, mentoring and appraisal, and professional development. Equally, decisions made about the management of the curriculum, particularly attitudes to inclusion and expectations of pupils, will tend to mirror the importance placed on the development of equal opportunities. Each management team is likely to have some leeway in taking decisions about possible positive action within the school or college. However, the decisions that are made by managers will be affected and constrained by the national and social context in which they are working.

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